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ABSTRACT

Suggestions are presented for the improvement of current educational programs in the state of New York through student involvement in "recycling" available local resources and the generation of new resources that may be used in cooperative programs involving the entire school and the local community. Benefits of the suggested approach include increased communication between all segments of the educational enterprise, more student participation, expanded curriculum opportunities, community involvement, and improved cost-effectiveness. Planning stages are outlined in general terms for the development of new programs, and project descriptions and advantages are listed. Programs perceived as easily implemented include: (1) substitute enrichment programs, (2) leadership training classes, (3) training of student physical education leaders, (4) peer counseling, (5) student representation on boards of education, (6) students as tutors and/or teachers, (7) community outreach programs, (8) volunteer programs, and (9) student-run cafeterias. (MJB)

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RECYCLING RESOURCES: MODELS FOR SHARED LEARNING

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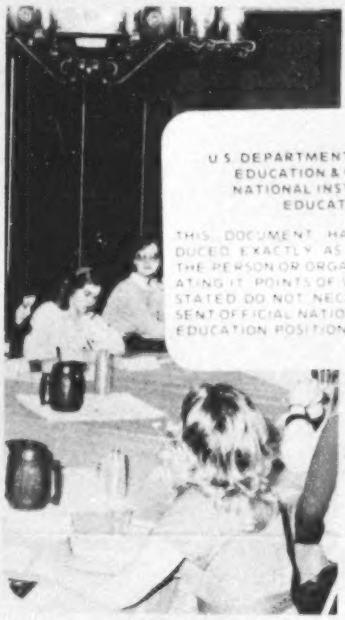

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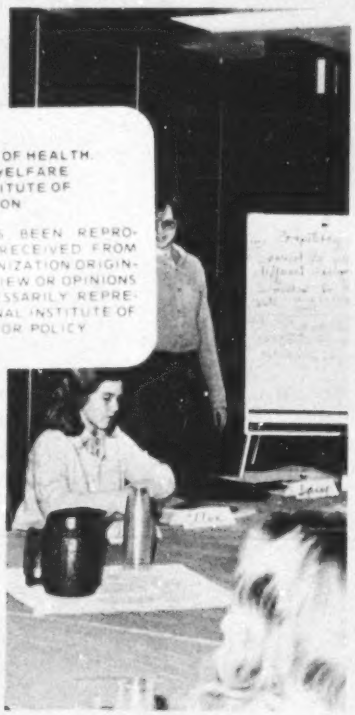

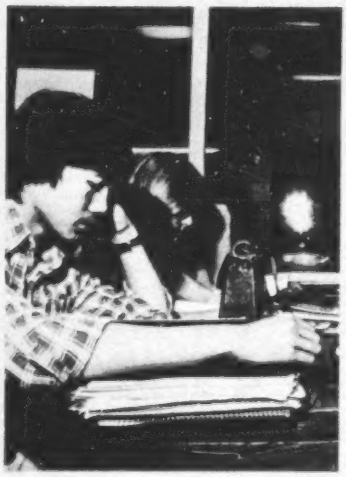

A Report of the 1976-1977 Commissioner's Student Advisory Committee

SP011 333

The University of the State of New York/THE STATE EDUCATION DEPARTMENT/Albany, New York 12234

The 1976-1977 Commissioner's Student Advisory Committee

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A Report of the 1976-1977 Commissioner's Student Advisory Committee

The University of the State of New York/THE STATE EDUCATION DEPARTMENT/Albany, New York 12234

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FOREWORD

As Commissioner of Education, one of my top educational priorities has been the need to involve students more actively in educational planning and decision-making. I believe that for too long, the voice of students has been neglected in making decisions which ultimately affect their lives.

For that reason, in 1969 I called for the creation of the Commissioner's Student Advisory Committee. That group, assisted by a Student Affairs Task Force within the Education Department, has served us well. We have enlisted the aid of bright, articulate, concerned students and given them an opportunity to express their thoughts and reactions to the education establishment.

The purpose of the Committee is to communicate the needs, opinions, and concerns of high school students to me, the Board of Regents, Education Department personnel, and various Legislative commissions. The Committee consists of 20 students from high schools selected randomly by computer to represent each region of the State. The group meets with me four times a year and is coordinated by two members of my staff, Janet Andre and David Goldenberg, who comprise the Student Affairs Task Force. I am very proud of the Committee's past efforts and of the report they developed this year called, Recycling Resources: Models For Shared Learning.

During this past year, Committee members have shared their concerns over the present financial crisis in New York State and its effect on their education. As a result, they undertook a study of how education could be improved without spending large amounts of additional money. They demonstrated fine insight in recognizing that financial constraints affect not only their education, but future generations of students in our school systems. The students addressed their concern in a positive manner by producing this valuable report. It is tangible evidence of their interest in maintaining the high quality of education in New York State.

The report explores the suggestion that one way in which schools can continue high standards is to examine available local and community resources, recycle them and create programs that better meet the needs of students. Much emphasis is placed on greater student and community involvement in, and responsibility for the school, a concept I strongly support.

I would like to express my appreciation to the Student Advisory Committee and the Student Affairs Task Force for a superior effort in producing this report. I am confident that all members of the school community will find this report a valuable resource.

Ewald B. Nyquist
President of The University
and Commissioner of Education

A NOTE FROM THE STUDENT AFFAIRS TASK FORCE

Each year when the Commissioner's Student Advisory Committee meets in the fall, the various issues and concerns of the students and the high school program are discussed. The discussion usually leads to the choice of one major topic on which the Student Advisory Committee may focus for the year. In the past the Committee has produced reports about guidance programs, curriculum mandates, and "senioritis." The latter report was published by the Department in 1975 and is entitled, What Should We Do With Our Senior Year?.

When the Committee met in October of 1976, the students brainstormed and developed a list of over 100 problems confronting high school students. One of the strongest threads that ran through the listing was the concern of students for maintaining the New York State tradition of quality education and the threat of the current financial crisis. Students cited examples of program and projects which had already been eliminated in some New York State schools. However, other students had examples of programs that improved the school yet cost little to implement. Most of these programs were created through the use of present resources in new and different ways. The Committee felt that their thoughts and knowledge of this topic should be developed in a report and shared with the Commissioner, Department personnel, the Board of Regents, students, teachers, administrators, parents and others interested in quality education in New York State.

The original draft of the report was the work of the entire Committee. The thoughts of each of these 20 student members are reflected. Four of the students, Mr. Melvin Busler, Ms. Lisa Cramer, Ms. Gina Peca and Ms. Julia Porter, wrote the final draft with the editorial assistance of Mr. Mark Libbon, Communications Staff Person for the Student Association of the State University of New York, and the Student Affairs Task Force.

Janet André

David H. Goldenberg

Janet Andre
David H. Goldenberg
Specialists in Student Affairs

THE STUDENTS' CASE FOR INNOVATION BY RECYCLING RESOURCES

As consumers of education, high school students naturally expect to receive quality education, yet sometimes are disappointed when the existing system fails them. Over the years, school systems have modified programs and introduced innovations to raise the quality of education and meet student needs not being met in the previous program. Improvements to curriculum and school organization have come at a great cost in tax dollars. The current realities of a difficult economic future and a more immediate shortage of tax dollars now threaten these students with austerity budgets, program shrinkage and a retreat to more traditional and less creative programs.

The Commissioner's Student Advisory Committee this year decided that it was not enough merely to recommend that Boards of Education continue improvements in services to students. The Committee felt that new concepts in curriculum and programs can surely make education more responsive and relevant to pupil needs. The development of new curriculum and innovative programs must be coupled with a commitment on the part of the professional staff, the Board and the student body to get the most from available resources. Counted as resources are all that is used and needed in the educational enterprise: school facilities, teachers, administrators, students, staff, community people, business people, parents, the school environment, time and money.

A major task in effecting a change is to bring together all segments of the school community to share in planning and implementing new programs with efficiency and cost-effectiveness, yet to remain within the limits of the school budget. Individual sacrifices involved in this approach should be more than balanced by the weight of the benefits accrued as outlined in the report.

The Committee realizes that this approach may sound simplistic and too good to be true, but we believe that responsible innovation is one key to relieving financial stress and building a community base of support for education in New York State.

It can be done. Imaginative thinking and energy on the part of students, the professional staff and community are required traits that are abundant in school districts throughout the state. The models described in this report are field tested examples of programs which can encourage the student body, faculty, administration, staff and community to work together for the benefit of students.

The Committee feels that the improvement in the quality of education in New York State need not be greatly hampered by the current financial situation. Flexibility in use of resources, care in planning change and imagination and boldness in design are keys to the solution. Recognizing where resources are being wasted and realizing that school activities can be credited in new ways are also inherent in this approach.

The Student Advisory Committee challenges each school to carefully study this report, evaluate local, community and school resources, and develop procedures to move toward responsible innovation.

WHAT MAY BE GAINED BY RECYCLING RESOURCES

The Committee's strongest belief is that quality programs need not cost a lot of money. By recycling available local resources, and generating new ones, education may be effectively improved. To help New York schools adopt this approach, the Student Advisory Committee has identified several innovative programs throughout New York State that could be implemented in many communities at little expense; further, the Committee has compiled a listing of these successful examples for reference. Each program has unique benefits and is designed to meet very specific educational needs and goals, each is adaptable to other schools.

For many reasons, trying to improve a school curriculum or program by employing any of the included suggestions may raise questions in the minds of those involved. An administrator may feel that the student body is too apathetic to give the necessary thought to this type of project; students may see administrators as unresponsive and tied to traditional programs; teachers may feel that their initiative alone would be insufficient to accomplish anything; parents and citizens, isolated from the school, often may not know how to get involved in high school activities.

...increased communication

If change is to be accomplished, no one segment of the educational enterprise can afford to let negative attitudes prevent cooperative action. In fact, one of the primary benefits of instituting alternative programs like the ones outlined in this report is the increased communication within the school community. When different segments of the school community work together, barriers of communication crumble and new levels of understanding are reached. The free flow of ideas leads to a optimum sharing of information and encourages respect for diverse opinions. Once an atmosphere of mutual respect is developed, ideas may be nurtured into significant achievements. The satisfaction of achieving a goal together is another common benefit of cooperative work to improve a school program.

...more student participation

One of the reasons students become discouraged about school is the lack of voice and input they have in determining school programs, curriculum and policies. The process of creating new programs should include direct student participation, not only in the planning stages, but throughout the normal implementation of the program. If students are not already involved in a school, the adoption of one of the model programs could be a beginning for meaningful student involvement. Students should feel proud to make a contribution to the design of a new option and for making it available to future students. Only as they become a working part of the school system and more active in determining their own education may students become more interested and successful in their work.

...expanded curriculum opportunities

New model programs, once instituted can offer not only traditional subject matter content, but also give students a chance to gain realistic knowledge and practice valuable life skills. Learning by doing may stimulate lifelong interest in learning or a career. Students can have the opportunity for first-hand experiences that help them to discover a special talent or interest.

The Committee encourages schools to arrange independent study credit for those students who participate in the programs. By doing this the school can offer a greater range of credit-bearing opportunities, combat boredom and recognize abilities that are often ignored, such as leadership or organizational skills. Teachers and other adults participating in a school experience can surely find greater satisfaction in an atmosphere of total involvement and shared student-adult responsibility. With a common goal of maintaining quality education, many adults involved in the day-to-day routine of high school may also find it a more pleasant and varied experience.

...cooperative involvement of community

Maximum use should be encouraged of not only the teaching staff and administration, but also of adults who are not in school every day. Many adults are already making themselves readily available as resources in schools; what is needed is a warm invitation to participate. The involvement of interested local adults can increase communication with the community and extend an understanding and appreciation for the school's activities. Active participation and concern should lead to a stronger commitment and a large base of community support for education.

Once people in the school begin to focus on a plan for responsible innovation, everyone involved in the planning and functioning of the program can develop a stronger interest and respect for the school. This feeling can lead to even more improvements and expansions in high school learning.

...improved cost-effectiveness

The school system should also benefit from adopting some of the programs described on the following pages. One of the underlying purposes for this approach is to increase productivity and improve management of our resources. Since it is difficult to increase the budget, schools must ask, "Have all available resources been identified and utilized?" "Has the most been made of tax monies?" The Committee thinks that improvement can be made in these two areas and that more may be done.

The Committee cannot guarantee that each model program described in this report will work in all school situations. Although they have similarities, each school has its own unique needs and must develop its own answers. Each of these models, however, demonstrates how specific needs can be satisfied in a practical school setting. Once again it should be stressed that quality programs need not lead to significant budget increase.

The Commissioner's Student Advisory Committee is sharing this information in order to encourage school systems on a statewide level to maintain curriculum improvement through more efficient use of available resources. It is important that the sharing of information about effective programs of low cost be continued, so that others may benefit.

The Committee and the Student Affairs Task Force would appreciate information regarding your experience with new programs, and of successes or problems that you face.

GUIDELINES FOR ACTION

At this point you and your school may be eager to get underway with a careful examination of your school's unique possibilities for a new program. The Committee would like to share planning suggestions that came from schools as a result of our research into existing programs.

- Establish a Task Force or Committee

One person alone cannot accomplish any of the positive points we have mentioned. Since the end result of these programs involves all segments of the school community, all these segments need to be included in the planning process from the start. A task force or committee is a convenient tool for collecting and sorting ideas. The task force should be made up of students, teachers, administrators and possibly parents, school board members, and a community representative. No segments should dominate the group nor should any segment feel dominated. This group of people should begin by developing a close working relationship which is open and communicative.

- Develop a Positive Attitude

While your task force may be a well functioning unit, representing all segments of the community, it is important to involve as many people as possible in the process. The existence of this task force should be well publicized and open to everyone. If a formal committee is established, the names of the permanent members should be posted. Once the decision is made to attack a specific problem or create a certain program, the actions of the task force must be made known to everyone. Make people aware of the benefits and opportunities that will exist if they will help shape the result.

- Examine and Understand the Student Advisory Committee Report

One of the initial steps for the task force is to understand why the Student Advisory Committee produced this report. By simply discussing the concepts outlined here, the group should be able to share a commitment to a common cause.

- Review Your School's Needs

The task force can carefully examine existing programs at your school. A needs analysis may already have been done by the professional staff or parents that could be of help. An honest dialogue on the needs of each segment of the school community could expose the shortcomings of your existing programs.

- Study and Research Model Programs Relative to Priority Concerns

The model programs described in this publication can provide valuable information to the task force about practical approaches to meeting the school's needs. Perhaps one of the model programs appeals to the group, but requires adaptation for a particular school. Perhaps some of the models described are functioning already, but need improvement. Even if none of the models seem feasible, some ideas of how to apply a model to a priority need could be realized.

- Establish Priorities: Make a Decision To Act

With your school's needs and the major concerns identified, make the decision to act together in moving toward a solution. Priorities should be established by group consensus and a group commitment made for the action to be taken.

- Develop a Plan of Action to Implement the New Program

With priorities clearly identified, the task force can develop a plan of attack to create a new program. What exactly are the goals of the program and how may the goals be reached? What persons will be involved and in what capacity in making the change and conducting the program? How can this program be implemented within the existing school structure? What type of time-table can be established for reaching goals? Questions like these need to be carefully considered.

- Design an Evaluation of the Program

The evaluation design should consider the goals to be met and method of collecting data to show that the goals have been met. The evaluation process can be set up to coincide with a time-table for accomplishing goals that were outlined in the plan of action.

- Present the Plan

Once the complete plan is developed, it must be presented to the school board, administration, faculty and students for their approval and support. A well-structured program, built by members of all groups, should reduce opposition. If the plan is opposed by some groups or individuals, the task force must consider the opposition's viewpoint, reevaluate their program and make any necessary adaptations before presenting the plan again.

We must stress that the best approach is a sure and complete one, involving all those who can be counted as school resources. With the combined interests of students and others, success in achieving your desired goals can be realized.

SUBSTITUTE ENRICHMENT PROGRAM

When a teacher is absent from class from one to three days, students are placed in a classroom with a substitute teacher. Within this environment students often waste time and become discipline problems. With a substitute enrichment program, however, students spend these substitute periods, plus lunch and free time, attending "live" productions of the Substitute Enrichment Program.

A student staff coordinated by a teacher invites and schedules community people to make presentations on any topic that might interest students. A weekly handout promotes such topics as "Party Planning," "Taxidermy," "Human Transplants," "Students Rights," or "Cultivation of House Plants." Hundreds of different programs are offered, and movies, drama and crafts demonstrations are all featured regularly.

When a teacher anticipates an absence, he or she can instruct the class to go to a presentation, where attendance is taken, usually by a teacher aide who supervises the sessions with the help of the student staff. Teachers who are not absent may take classes to attend sessions when the sessions offer material relevant to the curriculum.

Guest speakers supplement classroom learning in related subjects; career-minded students learn more about specific fields; practical lessons in diet, health, relationships and job interviews also attract students to the Substitute Enrichment Program.

While the student staff operates the program, selections for presentations are made by a student-faculty administrative committee.

Advantages of the Program

- Community members become involved with the school, which increases communication, awareness and support.
- Students are exposed to career options, leisure activities and new ideas.
- Student staff experience administrative and committee work and are responsible for the success and popularity of the program.
- Student staff may gain independent study credit for their work in the program.
- Substitute Enrichment Programs avoids a "do-nothing" study period.
- Program costs are covered by the money usually spent on the hiring of substitute teachers.
- Students are assured of learning experience even though their teacher is not in school.

LEADERSHIP TRAINING CLASSES OR WORKSHOPS

Critical issues in the school, neighborhood and community can be addressed by students as they gain valuable skills in leadership classes or workshops. Leadership classes can be implemented as an English elective or mini-course. Students learn the fundamentals of working together in pursuit of a common goal. Basic concepts of problem-solving, decision making and the qualities of leadership are studied and later discussed in a seminar format. The students then apply theories and skills learned to situations in the school, community, state, and country. This class recognizes that leaders can be developed and that leadership does not always come naturally.

If a course in leadership cannot be regularly offered, a leadership training workshop lasting from one to three days serves a similar purpose. A workshop coordinated with other district schools, BOCES and/or a local college introduces students to principles of communication, group process and effective leadership. In addition, students can share experiences and ideas with students from neighboring schools.

The result of such training can be an improvement in school conditions by more effective student government and club functioning, and a more confident group of student leaders.

Advantages of the Program

- Effective student leaders work to improve school and community conditions by becoming skilled at identifying problems and dealing with them.
- Students practice working within a democratic system.
- School and community can become an environment that stimulates interest.
- Student's self-development is encouraged through involvement in school clubs and projects.
- Students are taught and exposed to skills in leadership which are necessary for success in dealing with individual and group concerns.
- Student government becomes stronger and more responsive through capable leadership.

PHYSICAL EDUCATION LEADERS

Physical Education classes can be more productive and fun when there is personal instruction and a wide range of sports activities. These two goals can be met by student physical education leaders, selected and trained to lead small groups in the sports being offered.

Instead of working with one large class, the teacher supervises smaller groups led by student leaders, and gives special attention to those students or groups that need it. An elective system set up within the class offers several sports at the same time, giving students a choice, for instance, between volleyball and basketball, or tennis, golf and swimming.

Student leaders meet as a group on a regular basis, such as during homeroom or after school and can receive credit for their participation during their own physical education classes and free periods. They aid the instructor in evaluating performance, planning class time and serving as referees for games. The program can be used K-12 with student leaders leading groups in the elementary schools.

Advantages of the Program

- Teacher has time to give special attention to those needing it.
- A wider range of activities can be offered.
- Students experience leadership roles and responsibility.
- Leaders can earn credit for their work.
- Students receive closer instruction in small groups.
- Role models can be established.
- Students who are considering the field of physical education as a profession can have a career experience.

PEER COUNSELING

The goal of the Peer Counseling program is to reach out to students who may find it difficult to go to the guidance office for help with problems that are either personal or school related. Peer counselors make it possible for the guidance counselor to spend more time with students who have the most serious problems.

Students who apply for guidance positions and are accepted attend a fall or summer training session which is designed to prepare peer counselors for their work during the school year. Counselors are usually juniors and seniors with a demonstrated ability to communicate and understand complicated situations. Relationships between counselors and their peers sometimes develop into positive role models for younger students.

In addition to dealing with individual concerns, the members of the guidance staff and peer counselors develop small group sessions where discussions are held about the needs, feelings and problems of students. The staff maintains an office with an open door policy with student and professional guidance counselors available during the school day.

A peer counselor is trained to refer serious problems to a professional guidance counselor, but the answers to many problems are often found through communication with someone who has been through similar experiences and wants to help. All who participate agree to maintain confidentiality.

Peer counselors develop their listening skills and learn how to help others cope with personal and academic problems, while sometimes earning credit for their work. The program is coordinated by an adult counselor.

Advantages of the Program

- Guidance counselors are released to spend time on other school problems.
- Some students prefer relating to their peers.
- More students receive some kind of counseling or advice.
- Peer counselors gain experience in helping others.
- Communication is increased among students from different backgrounds.

STUDENT REPRESENTATION ON BOARDS OF EDUCATION

The primary purpose for having a system of student participation on Boards of Education is to increase communication between students and the school board members. Whatever the form of representation, students gain a direct voice to the board, an understanding of the board's activity, and an opportunity to communicate to the student body the policies, decisions, and operations of this governing body.

There are three basic types of representation: A full-voting membership; a nonvoting membership with full speaking privileges and responsibility; or an advisory committee of students which meets regularly with board members to share ideas, opinions and advice.

Student representatives must attend all board meetings and keep up-to-date on board matters in order to best act in the student body's interest. This is a demanding task with much responsibility, because school board decisions can have a dramatic affect on school life for students.

Board members should be open and willing to work with students, and students must likewise be understanding and diligent in their work with adults. When feelings of mutual respect between board members and student representatives are established, the result can be a more democratic, responsive and effective board.

Students receive a practical education in democracy and leadership which can be valuable in later life. They gain greater respect for authority and a better understanding of the problems and limitations board members have with their decisions.

Advantages of the Program

- Students gain a more direct voice in school district policy.
- Better understanding results from two-way communication between students and Board.
- Student body more likely to support Board and student shared goals.
- Students can take problems directly to the board.
- Students have a better understanding of the complexity of school district problems.
- Students have a unique perspective which should not be ignored and can be channeled in a positive direction.

STUDENTS AS TUTORS AND/OR TEACHERS

Junior and senior students with a strong demonstrated aptitude in a particular area are utilized in this program to assist fellow students in grades K-12. Through regular tutoring sessions, experienced students share their expertise with younger students or with their peers.

A student who requests assistance in an area of personal difficulty or low achievement such as math, English, foreign language or science is assigned a volunteer tutor. The two students meet during free periods or after school to study and review specific areas where help is needed.

Student tutors are trained in curricula areas by teachers, and learn how to conduct an effective tutoring session. Students volunteer their time to help others, and many times earn academic credit for their participation.

A similar program brings students into larger groups as a teacher. The student-teacher can share his or her special knowledge or talent with peers or younger students in a supervised classroom. Usually a student teacher outlines a lesson, has it reviewed by the professional teacher and works with the adult-teacher as a team.

Advantages of the Program

- Students with a problem in an academic area can be assured of extra help.
- Tutors become more proficient in material he or she teaches.
- Students get a realistic view of the teaching profession and gain experience in leadership.
- Teachers are released to give special attention to those who need it most.
- Younger students can relate to tutors as a positive role model.

COMMUNITY OUT-REACH

Students can be a great asset to the community as demonstrated by those schools with volunteer Out-Reach programs. A three to ten hour per week commitment by students satisfies both the needs of vital community organizations and students who desire alternative learning experiences.

For one-half of the school year or more, students can earn elective credit by working in such places as schools for the blind, centers for retarded adults, day-care centers, grade schools, public libraries, and community organizations such as the Red Cross. A few hours of volunteer time each week is a rewarding experience for students and helps agencies that rely on generous volunteers. Agencies involved with the Out-Reach program are appreciative of the help and enthusiasm provided by students.

The program at one school works like this: Any interested student in grades 10-12 can earn credit by keeping a log, attending seminars, and performing satisfactorily with the agency. Two advisors identify opportunities for service, advise the participants, schedule and conduct seminars, and publicize the program.

Besides working on a regular basis with people in the community, student volunteers get together as a group to hold parties for residents of hospitals and nursing homes, providing all entertainment, refreshments and gifts. The Out-Reach program also encourages student participation in special activities with the community such as cleaning streams, collecting food coupons for senior citizens, and organizing fund-raisers.

In a related program, career-oriented opportunities are scheduled for interested students in areas including law, medicine, engineering, physical therapy, printing, construction, electronics, and mechanics. Adult mentors accept students as assistants and work with them for a total of 50 hours or more. The students receive credit and valuable first-hand experience and knowledge.

Advantages of the Program

- Good relationships between agencies and school result in cooperation and exchange of resources.
- Students gain practical experience and knowledge in the community.
- Community support for school's effort increases.
- Agencies benefit, as do the people that the agencies serve.
- Students gain awareness of where to go if he or she has time and energy to give.
- Students learn the satisfaction and value of volunteer work.
- Students practice responsible citizenship.

VOLUNTEERS IN THE SCHOOL

Volunteers from the school and community work along with school personnel performing time coasuming jobs to free the paid professionals for more specialized assignments. For instance, students or parents can work during registration for class scheduling, handling paper work so that the guidance counselor may aid those students requiring individual assistance. Also, volunteers can shelve books in the library so that the librarian can teach students to use the library facilities or read to classes. Parents and community members who offer to chaperone or supervise a school function make events such as dances, sports and trips possible.

Specially qualified residents can also be invited to share their knowledge with classes, such as teaching photography or weaving, or giving a special lecture or presentation.

A letter from a Community Resource Volunteer Program to residents of a district explained, "We live in a unique community, with a population rich in individual talent. We would like to tape this wealth of diverse resources to find those willing to share their time and interests with the schools and community. You could be someone we need."

The responses made up a growing list of volunteers with diverse specialties, and other adults just anxious to lend a hand to the functioning of the school. Students, teachers and parents are all invited to volunteer in the program and provide valuable services to the school. "Everyone is a potential volunteer," says one volunteer program coordinator, "regardless of race, creed, religion, experience, education, income, age or disposition. Anyone will volunteer in some way if asked to do so. Promotion of the needs for one's services is the key to recruitment."

Advantages of the Program

- Jobs are done that otherwise would go unattended or postponed.
- School-community relationships build in positive directions.
- Community, teachers and students all participate in program.
- Community, teachers and students develop a feeling of belonging and commitment for the school.
- Professionals have more time for their specialization.

STUDENT-RUN CAFETERIA

The student-run cafeteria is managed by the students enrolled in a Commercial Cooking class and directed by two trained adults who are present while meals are served and prepared. In addition, the students are assisted by a food purchaser. These students develop daily menus, and prepare, serve, sell and clean up lunch meals for the entire school population. Students normally receive credit for their participation, qualifications for education in a culinary institute, and lunch every day.

The Commercial Cooking class is lab-oriented, but a few hours per week are spent in classroom learning where students study kitchen management, table setting, menu preparing, bulk-buying and seasoning foods. The remaining hours are spent feeding the school.

The administration is freed from complaints about lunch, which go instead to the cooking class. The students consider any grievances and act on them. Prices in one program have not risen in five years, and are lower than those at comparable lunchrooms in the same district. In addition to a steady diet of homemade food, students are treated to banquet dinners marking holidays such as Halloween and Thanksgiving.

The principal of a school with such a program noted, "Very few complaints are heard. Each year, the kitchen workers get an award at the assembly, and the student body always gives them a big cheer of appreciation."

The program is run at a profit without the help of federal or state aid. More students are found to eat lunch at school with the student-run program and less food is thrown away because students take only what they want to eat. Student who cannot afford to buy a lunch can work in the kitchen and earn their lunch for the following day.

Advantages of the Program

- Students are more satisfied with the food they want to eat.
- Participating students gain an excellent opportunity for practical experience in a culinary program.
- Student involvement saves money and builds support for school lunch program.

COMMISSIONER's STUDENT ADVISORY COMMITTEE
1976-1977

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Chenango Forks, New York

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The Student Affairs Task Force is planning to develop a reference file of exemplary programs similar to those described in the publication so that interested individuals can obtain information regarding specific schools and unique ideas that have been successfully implemented. If your school has such a successful program or an original idea that is similar in intent and purpose, please complete the form and return it to: New York State Education Department, Student Affairs Task Force, Room 235M-EB, Albany, New York 12234.

Name of School: _____

Address: _____

_____
(City or Town) (Zip Code)

Phone: _____
(Area Code)

Principal's Name: _____

Director or Coordinator of Program: _____

Title of Program: _____

Description of Program (Please attach explanatory or descriptive materials):

When Program Started: _____

Special Advantages: